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ABSTRACT

Based upon the need for assessment of teachers, both pre-service and in-service, Columbus State University (Ohio) is in the process of modifying all education courses to include reference to and use of Danielson Framework linked to current structure, which used INTASC (Interstate New Teacher Assessment and Support Consortium) Principles. Adaptation of standards for assessment to better address the assessment parameters of Danielson's Framework is being done through a visual presentation. By using Inspiration to design the flow chart, and also construction of a WEB-Folio template, they are better able to show how it may serve as the assessment tool. The timeline began with inclusion of INTASC Principles during the NCATE review and has continues to be a primary tool for student teacher observation. As the University adapts to the use of the Framework, in preparation for utilization in fall 2001, courses are being modified, students are being acquainted with the domains, and a phase-in plan is being developed that allows for adjustment and absorption by both faculty and students. This paper deals with the adaptation, the basic frameworks domains, and how the final WEB-Folio was designed to work in this assessment. (Contains 21 references.) (Author/AEF)

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WEB-Folio: INTASC Principles to Danielson's Framework

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ABSTRACT

Based upon the need for assessment of teachers, both pre-service and in-service we are in the processes of modifying all education courses to include reference to and use of Danielson Framework linked to current structure, which used INTASC Principles. Adaptation of our standards for assessment to better address the assessment parameters of Danielson's Framework is being done through a visual presentation. By using Inspiration to design the flow chart, and construction of a WEB-Folio template we are better able to show how it may serve as the assessment tool. Our timeline began with inclusion of INTASC Principles during our NCATE review and has continued to be a primary tool for student teacher observation. As we adapt to the use of the Framework, in preparation for utilization in Fall 2001, courses are being modified, students being acquainted with the domains, and a phase in plan being developed that allows for adjustment and absorption by both faculty and students. This presentation will deal with our adaptation, the basic frameworks domains, and how we designed the final Web-Folio to work for us in this assessment.

Background of the Study

Throughout the United States today, many teacher education programs and school systems are addressing the growing need of ways for assessing pre-service teachers academic performance. Many colleges have adopted some form of statewide and or national educational standards for assessment. The Commission, National Commission on Teaching and America's Future (NCTAF) prefers to use the word *assessment* because the word *test* evokes an image of simple paper-and –pencil examinations. The word assessment encompasses paper-and-pencil tests, portfolios containing examples of work, videotapes, and observations." (Spring, 29-30) For the past six years, Columbus State University has utilized many forms of assessment models to measure academic performance, teaching practice and the teaching knowledge of pre-service teachers. These assessment models include: (1). Interstate New Teacher Assessment and Support Consortium (INTASC) and (2) the Educational Testing Service's PRAXIS I & II exams. Following this a framework was "developed by Charlotte Danielson, who worked at the Educational Testing Service on both the PRAXIS III and national board standards and assessments. Her framework comprises 22 different teaching components organized into four teaching domains, and thus provides a rich, comprehensive description of good teaching practice. In addition, the ETS has developed a set of instruments that districts can use to assess an individual teacher's practice to four different levels of performance."
http://www.edweek.org/ew/1999/41odden.h18

One of the earlier efforts was the production of a template utilizing Digital Chisel because of its availability in both Macintosh and PC formats. With the introduction of HyperStudio for PC, the template was redesigned for that software. Students were instructed in the use of the technology to modify these templates. The equally acquired documentation of skills and knowledge gained in the program as they met the INTASC Principles and state standards. As a continued effort in this process, the College of Education at Columbus State University conducted some research to identify the most valid, reliable and salient research findings on assessment models for measuring student's academic performance. Realizing that tangible products representing the student work would be an asset in evaluating the mastery of professional skills in teaching, the use of portfolios was investigated and determined to be one means of better incorporating examples into the process.

The term portfolio was not new, and certainly is a common form of assessment. The major distinction would be the nature of the portfolio. As part of this ongoing assessment development, research was conducted on the differences and similarities of paper, electronic, and web-based. From a basic understanding, it became quite evident that the advantage of not having to carry boxes of print materials, store disks, and maintain files, that web-based is the most attractive alternative. This research will be implemented in both revised pre-service and in-service program.

We are told, "Assessment is education's new apple pie issue. Everyone supports efforts to improve education; and everyone seems to believe more assessment will help improve education. Green & Smyser (1996) believe that "it's just grand that many people in so many elected and administrative offices support assessment." They went further to discuss the complexity of assessment. They emphasized that "there is, however, one little

problem: getting all these individuals to agree on *how* and *what* to assess and *how to use the data*. They all agree about the *need* for more assessment, Unfortunately, the devil is in the details." (Green, K. p 62)

Implementation process of MAP at Columbus State University

The structure of the ten INTASC Principles served as a well-rounded guide to the development of professional educators, but did not provide distinctive components upon which to assess mastery of the skills of teaching. Thus, another barrage of search was undertaken to identify a tool to link our existing evaluation of INTASC Principles to deeper, more easily measurable elements of the pedagogical process. As a result of the research findings a group of faculty members were sent to Vermont to attend a workshop on Danielson Framework. These colleagues became known as the "Vermont Five". Following the guidelines in the framework, they stressed the "view of the characteristics that underlie all effective teaching is the "Framework for Teaching," developed as part of the Praxis Series: Professional Assessments for Beginning Teachers. According to the Praxis framework, a teacher must be proficient in four domains: planning and preparation, structuring classroom environment, instruction, and professional responsibilities." (Parkay, 357) Four months later, all faculty members in the Department of Curriculum Education and student teachers/field experience supervisors attended a two-day workshop on Danielson's Framework. The Educator Preparation Faculty also in 2000-2001 made some adaptations to Danielson's Framework to reflect Columbus State University, College of Education (COE) Conceptual Framework. The adaptation, under the leadership of Dr. Virginia Causey, was dubbed the Model of Appropriate Practice (MAP). Thus the MAP puts into practice the principles of the COE Conceptual Framework.

Orientation of faculty to Danielson Framework

Following the adaptation of the Framework to become the Columbus State University, College of Education Model of Appropriate Practice (MAP), an orientation was planned. This consisted of an overview, two-day workshop, and evaluation workshop for use of appropriate software. The software, Pathwise, provided a method to help evaluate student teachers and teachers in the field "within these domains while taking into account individual, developmental, and cultural differences among students and differences among subjects." (Parkay, 357) Then MAP was addressed again as part of the back to school Teacher Planning Week in August 2001. The faculty also recommended that the MAP should be infused in all pre-service teacher education courses starting with EDUF 2215 – Introduction of Education - The American Educational Experience. As MAP began its implementation, faculty members were assigned the task to develop an understanding of Danielson's Framework, its relationship to INTASC, and a way that these might be evaluated within a web based tool for assessment.

Development of instructional model and student model

The need to provide a presentation, for the purpose of instruction in the WEB-Folio, was indicated by the faculty members. The decision to use PowerPoint for initial presentation and conversion to html (web-based materials) was made based upon (1) availability, (2) familiarity to students (3) adaptability. We did research on available software according to cost, mastery of skills, and general availability. Having used Digital Chisel, HyperStudio, PowerPoint, Macromedia, Astound, it was our decision that the best, most time and cost efficient approach would be to keep it simple (KISS). This way, as our students' access and skills improved, it would be easy to upgrade the folios, and of course, any student will be free to use WEB-CT, FrontPage, etc. as they so choose. We only require that they (1) provide us access, and (2) address the Domain elements as proposed in the Guide and MAP publications. Once the template design had been developed, it was easy to see that taking the student template and filling in the blanks was the easiest method of providing for instructional needs. As the utilization of standards is a good way to provide a framework for education, they contribute to ensuring accountability and verifiable results. Students could have a professor elaborate on each Domain, the specific expectations for collection of "artifacts" and methods of inclusion, and retain a copy for use as a guide that supported the rubric provided for grading. The blank template, which included a frame for each Domain and for each subheading was designed. Upon completion it is to be mounted to a web site for downloading, copied to disks, and revision. The requested data to be included set the level for the standard to be met. Thus, we set our "High and clearly articulated standards for what children should know and learn (to) help teachers to become better educators and help students become better learners." (Paige, 8).

Presentation to faculty

"...teachers must be involved. The history of efforts to bring innovations into education documents the critical role of teacher involvement at each step along the way. If the assessment movement is to be successful, it must convince teachers that the intent of assessment is to provide feedback to the student, to parents, and to teachers about student learning. Assessment will fail if it becomes a punitive measure against teachers." (Green, K. p. 63) During workshops held as part of the orientation to the College of Education Model of Appropriate Practices (MAP), it was announced that Drs. Kuforiji and Riggsby had been given the assignment to develop a WEB-Folio for use in assessment of our students. As fall semester began, the Teacher Planning Week activities included a slot for us to share the process and template we had developed during four months of work. At this time, a sample PowerPoint presentation was shared that provides the faculty member with a means to show the students what is expected with samples for each area of the Domains, and a template, which provides the student with a master for inclusion of work samples. These were uploaded to a Website and a password given to them so that they might have access to updates, new materials, and other things we would like to share about this product.

Orientation in class

Presentation of the model initially takes place during EDUF 2215: The American Educational Experience orientation session. This session the students are given an overview of the nature of the assessment, based on samples of work (artifacts), and the tool for exhibiting these (WEB-Folio). There is a demonstration of the PowerPoint template, which has the frames filled in with sample ideas of what to include. The specific areas that are to be completed at the end of this class are stressed. In EDUF 2215, the student must complete a basic resume, with a frame for each of the areas, such as Personal Information, Education, Work History, Professional Activities, Community Service, Honors, and References; and fifty percent of Domain 1, which deals with Planning and Preparation for Teaching. A WEB-Folio Guide has been prepared to present this information in printed format. This guide is available on the class web site for download.

Semester of field-testing

Currently (Fall semester 2001) we are engaged in the initial test of our template and instructions. The template, at this point, is one in PowerPoint. This was selected as a commonly recognized format that would be less threatening as an initial format, as well as one that is easily converted to html. Sophistication will follow as the students take advantage of the program to study higher technology skills. At this stage, we are more concerned with ability to understand the nature of the assessment program, what one is trying to assess, and how to identify representative "artifacts" to select for inclusion. The *Guide to the WEB-Folio* is presented to the students in teacher preparation, but we find that comprehension of the written word may be a challenge. A rubric developed for grading the product, the time line for development, and sample ideas for inclusion are also provided for faculty and student guidance. Basically, the very nature of this being a NEW idea to students makes it appear to be a difficult assignment. We are finding that five minutes of direct question and answer sends the student off satisfied with the knowledge of what is expected.

Identification of Domains for each course in Education

Each professor, whether full-time or part time is encouraged to identify the parts of the Domains that are applicable to the course being taught. Hopefully, program coordinators will help all those individuals teaching a specific course to come to an agreement of the common elements from the Framework (MAP). The development of a form for determining the elements of each of the four domains was presented to all professors within the College of Education for each course being taught. Upon completion of these, the report will be correlated for each major in order to provide a flow chart enabling the student to know what is expected for each course as part of the WEB-Folio. Upon establishment of the template on the Web, students and faculty may freely begin constructing a personalized format of the assessment tool. Each faculty member will be aware of the point in time when the class must include specified elements of the Four Domains of CSU MAP. The students will have gradually become comfortable with updating entries and adding new frames for their ever-expanding catalog of "artifacts" to support the criteria for evaluation. The Faculty will be prepared to check the elements relative to the specific course and notations of needs for inclusion or improvement before permitting the student to continue in the program. As the

process is perfected, files will be maintained and student assessment becomes an incremental task shared by all faculty members in the program.

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Links to Danielson

http://www.ascd.org/readingroom/books/196074.html
Association for Supervision and Curriculum Development
http://www.ascd.org/readingroom/books/danielson96book.html#chap1
Association for Supervision and Curriculum Development – sample
http://www.emu.edu/educ/mission.html
Eastern Mennonite University, Harrisonburg, VA
http://www.emu.edu/educ/mission.html#chart
Links for INTASC, Praxis III, and Danielson Framework

http://www.valdosta.edu/~alhines/

Sample of student portfolio.

http://www.wcer.wisc.edu/cpre/tcomp/research/standards/framework/

Framework for teaching project

http://www.mpls.k12.mn.us/staff/teacherportfolio/portfolio_Homepage1.html

Minneapolis New Teacher Portfolio site

http://www.ets.org/aboutets/news/00111502.html

Educational Testing Service news site

http://www.state.in.us/education/frameval/index.html

Link to Tennessee assessment site

Search engines

http://www.comicarch.net/search_engine_directory.htm

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